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ABSTRACT

Designed for a K-12 curriculum, this curriculum guide provides 18 lessons on the causes, effects, and resolution of violence and disruption. The series of lessons are divided into three categories of six lessons written for kindergarten through grade 4, grades 5 through 9, and grades 9 through 12. Each lesson includes educational objectives, instructional strategy, and suggested activities. The suggested activities contain discussion topics, role-playing activities, and student research projects. The titles of the lessons include the following: (1) Shades of Violence; (2) Violence and Symbols; (3) Coming Up Short; (4) Turf 'N Territory; (5) Getting Along; (6) International Conflict; (7) Violence and Values; (8) More Than Meets the Eye; (9) What Is a Man?; (10) Groups: A Difference in Purpose; (11) The Gang and the Nation; (12) The Value of Life; (13) Violence: Thought and Action; (14) Scratching the Surface; (15) The City of Brotherly Shove; (16) Labor-Management Confrontation; (17) Response to Violence; and (18) Perspectives of Violence. (DE)

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SEARCH AND DESTROY

A CAREFULLY ORCHESTRATED BOMBING ATTACK

IMPULSE CONTROL

CAUSES OF VIOLENCE AND DISRUPTION

AGGRESSIVE CUES

THE FINAL SOLUTION

CALCULATED DOSES OF FORCE

FRUSTRATION TOLERANCE

BOYS HIT; GIRLS KICK

FRONTIER PSYCHOSIS

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CAUSES OF VIOLENCE AND DISRUPTION

Teacher's Resource Book

OFFICE OF
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THE SCHOOL DISTRICT OF PHILADELPHIA • 1974

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INTRODUCTION

Recommendation 14 of the Superintendent's Recommendations On Violence and Discipline reads as follows:

> "A course dealing with the causes of disruption and violence will be developed and included in the total school curriculum at all grade levels."
>
> Comment:
>
> "Dealing openly and frankly, as part of the student's classroom experience, with the reality of violence and disruption, will drive home to the students their responsibility to overcome and prevent disruptive behavior. By studying the problem, defining its causes and dealing with its effects, students will be working toward this goal."

The Office of Social Studies Education, Office of Curriculum and Instruction, was charged with the development of the K-12 curriculum materials dealing with the causes of violence and disruption.

The series of lessons that comprise this unit is divided into three categories:

(1) Kindergarten through 4th grade

(2) Grades 5 through 8 or 9 through 12

(3) Grades 9 through 12

However, this compartmentalization is not inflexible. Teachers are encouraged to experiment with the lessons. Many lessons geared for Grades 5-8 can be used in grades 9-12. Some of the ideas and activities in lessons designed for K-4 may have some applicability in grades 9-12. In short, teachers should feel free to mix strategies and activities in such a way as to meet the needs of their classes.

The Office of Social Studies Education, Office of Instructional Services, offers its services to assist teachers in the implementation of these curriculum materials.

An evaluation sheet is included as part of the package; suggestions and criticisms are invited.

I. EZRA STAPLES
Associate Superintendent
for Curriculum and Instruction

HAROLD KESSLER
MARVIN ROBINSON

GEORGE W. FRENCH
Director of Social Studies Education

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K-4

Causes of Violence and Disruption

Objective

To have students become aware of what is meant by the term violence.

Instructional Strategy

1. The teacher should make previous arrangements with two members of another class for the following skit:

a. Two boys bring some packages to the class. The teacher asks if one of the students will put the packages in the closet. An argument begins as each of the students wants to put the packages away. The boys begin wrestling and pushing each other. The teacher intervenes and takes the boys into the corridor and sends them back to class.

b. The teacher will raise the following questions:

Who can describe in one word what you have just witnessed? The students will probably introduce words such as "fight," argument," "pushing," etc.

If the word violence does not come from the class, the teacher should then introduce it to the class.

Fighting should be discussed as one form of violence.

2. Teacher should bring in a series of pictures, some of which show violence, some of which show people working together or having fun.

a. Teacher should tell the class that they are going to separate the pictures into two piles--one entitled violent; the other, non-violent. Each picture held up by the teacher should be discussed by the class as to whether the picture shows and activity which is violent or non-violent. The picture should then be placed in the appropriate pile.

Suggested Activities

1. Each child can make a list of 3 TV shows in which they see violence, including the Saturday morning cartoons. Students will discuss why the violence occurred and attempt to get at other ways in which disputes can be settled.

2. The teacher will read an account from the daily paper dealing with a violent act.

a. Discuss the fact that violence is a fact of life by asking the following questions: Do you find many stories about people hurting each other in newspapers and magazines? Do you ever see your friends in school hurting each other? Why do people hurt each other? What can you do to keep from hurting others?

Lesson 2--Violence and Symbols

Causes of Violence and Disruption

Objective

To understand the relationship between emotions, symbols, and violence.

Instructional Strategies

1. Materials needed:

   a. 3 or 4 yardsticks

   b. Individual snapshots of each student in the class.

   c. Masking tape

   d. Cardboard or oaktag

2. Teacher arbitrarily divides the class into 3 or 4 groups. Each group should be given a yardstick. Using the materials listed above, each group will construct a totem pole containing the pictures of each individual in the group by mounting that group's pictures on one yardstick.

   a. To the teacher:

   In early American Indian culture, the totem pole was a colorful and beautiful construction that told a story about an individual, a family, or a tribe by using a series of symbolic carvings. This activity is designed to focus upon and strengthen the student's self-concept.

3. Have each group of students make up and tell a story about the greatness of their respective group.

4. Place the totems on display.

5. Discuss with the class how they would feel if their totem was destroyed by asking the following:

   a. How do you feel when you see your picture on the totem pole?

   b. Do you think people like or feel good when they see their picture on the totem pole?

c. Do you think people feel happy or sad when they see their picture on the totem pole?

d. Would you get angry and fight if someone destroyed your picture? Why? Why not?

e. Note to the teacher: The teacher should emphasize to the students that the picture stands for or is a symbol of them. The teacher should discuss with the class the meaning of the word "symbol".

f. Reinforce the meaning of symbols by doing any of the following:

(1) Review the meaning of these mathematical symbols with the class >, <, =.

(2) Display the flag and discuss how it is a symbol of our nation.

Suggested Activities

1. The teacher should read the following story to the class to show that people do have feelings about symbols.

The teacher holds up a dish towel and begins by saying the towel is just like one bought by Mrs. Smith for one dollar. When she got it home, Mrs. Smith was sorry that she had bought such a plain-looking towel. She always liked to dry her dishes with a towel that was full of bright colors, but today she thought it might be good to make a change. Now she did not like the change, and she decided to use the towel for a scrubbing cloth. As she was scrubbing her front steps, her neighbor looked at the obviously new cloth. The neighbor was a bit surprised when she was told that it was a brand new towel, but she smiled and said that it was so soft that it would be easy to use and because it was new it would last much longer than the old clothes that she always used. Mrs. Smith was very happy that her neighbor did not think that she was foolish for using her new towel as a scrubbing cloth.

The teacher asks questions such as the following:

1. Do you think that your mother would use a new towel as a scrubbing cloth? Why?

2. What does your mother use as a scrubbing cloth? Why?

3. Do you think that Mrs. Smith's neighbor should have told her that she was foolish to use a new towel in this way? Why?

4. What kind of a person do you think that the neighbor was? Why?

Now the teacher holds up a nice flag and says that Mrs. Smith's neighbor bought two of these on sale and that she had paid only one dollar for both of the beautiful flags. She shows the class that the flag and the towel are the same size and are made out of the same kind of material. Then she explains that when the neighbor, whose name was Mrs. Brussel, got ready to scrub her front steps, she saw that her scrubbing cloth was all worn out. She decided to take one of her new flags off the stick and use if for scrubbing. She liked the nice soft feeling of the colorful flag and after all, it had only cost her fifty cents and she still had one to put out on holidays.

As Mrs. Brussel was scrubbing the steps, Mrs. Smith came out to go to the store. When she saw Mrs. Brussel scrubbing with a flag she looked very unhappy and she asked her why she would ever do a thing like that. Mrs. Brussel told her that she decided to use a brand new cloth as she had seen her doing yesterday. She told Mrs. Smith that the flag was soft like her towel and that it had cost her only half of what she had paid for her towel. She was sure that it would last much longer than her old cloths did. The more Mrs. Brussel talked, the more unhappy and upset Mrs. Smith became. She tried to explain to Mrs. Brussel in a kind way that there was a big difference in using a towel for a scrubbing cloth and using the flag of your country for a scrubbing cloth.

The teacher asks questions such as the following:

a. Why did Mrs. Smith think that it was wrong for Mrs. Brussel to use the flag as a scrubbing cloth?

b. Do you think that your mother would scrub with a new flag? Why? An old flag? Why?

c. Do you think that Mrs. Smith was able to get Mrs. Brussel to understand what she meant when she explained the difference in what she had done? Why? Review the meaning of the flag as a symbol.

K-4

Causes of Violence and Disruption

Objective

1. To demonstrate that scarcity of resources can and sometimes does lead to violence.

2. To explore non-violent alternatives.

Instructional Strategies

1. Place 3 chairs in front of the rcom. Tell the class that the three students who will occupy the chairs will receive cookies.

Ask the students these questions:

a. Who will sit in the chairs?

b. How will the students be selected?

(1) Should everyone race to the chairs? Could this lead to violence? What kind?

c. Should the teacher select the pupils?

d. How would you (student) feel if you were not selected? Might your feelings lead to violence?

e. Is there another way the class can decide who should occupy the chairs?

f. Hold a class election to determine the best method of selection. If no one suggests a class vote as a way to determine occupancy, feel free to do so yourself. This will afford your class another opportunity to participate in a "selection by voting process."

Suggested Activities

1. Find out how your children feel about voting as an alternative to violence when making choices. Use the following continuum.

PEOPLE SHOULD VOTE WHEN MAKING CHOICES

Always	Most of the time	Sometimes	Never

Ask pupils why they placed themselves where they did on the continuum.

2. Discuss the concept of scarcity of resources with the class. How can the cookies or the chairs be viewed as scarce resources?

3. Using a series of pictures that present individuals who live in affluent circumstances and individuals who live in poverty, ask the students in light of the previous discussion and activities, which individual would be more likely to resort to violence.

4. Play the game "I wish." Ask the student to write down one thing that he would very much like to have--e.g., bike, toy, mini cart, etc. Raise the question why don't / can't we have all the things we want. The teacher can also discuss the difference between wants and needs as part of this activity.

Lesson 4--Turn 'N Territory

Causes of Violence and Disruption

Objective

To compare how animals and humans defend their territory.

Instructional Strategies

1. Show either of the following films:

   ANIMAL WAR, ANIMAL PEACE--#154290
   ANIMALS PROTECT THEMSELVES--#101459

   a. Discuss the films. Define and discuss the words mine, yours, theirs, ours, his, hers and own.

   b. Have each student tell about something they own.

   c. Ask the students if they feel their desk is their territory in the classroom. Ask the students how they feel about another student using or taking something from their desk without first asking.

2. On the blackboard, the teacher will draw the class seating arrangements. Draw boundary lines between individual seats or groups of seats depending on your particular seating arrangement.

DESK	DESK	DESK	DESK	DESK
DESK	DESK	DESK	DESK	DESK
DESK	DESK	DESK	DESK	DESK

   a. Discuss and define the term boundary line as separating one person's territory (desk) from his neighbors.

   b. The teacher may wish to draw boundary lines on the floor of the classroom using chalk, masking tape, or yarn.

   c. The teacher will ask the class the following questions: How do you feel when a friend crosses your boundary and enters your territory? How do you feel when a stranger or someone you may not like enters your territory. Would you argue or fight, or push, or shove?

   d. Have you ever seen people in your neighborhood arguing or fighting because someone has entered their territory?

e. Why would someone fight over territory? Are arguing and fighting the only ways to deal with this problem? Are there other ways? Can you list some ways that do not involve fighting?

Suggested Activities

1. Have the students play "King of the Mountain." One student is king. He controls a specific territory and is challenged by individual members of the class who try to push him outside of his territory. When he is pushed outside of his territory, the student who successfully pushes him out become King of the Mountain and the process is repeated.

2. A variation of activity 1 might be to have 3 or 4 members of the class simultaneously work together to push the "King" out of his territory.

a. Ask students how they feel about 3 or 4 members of the class working as a team against one classmate?

b. Ask students to discuss the word "fairness."

3. Write an experience story with the class as to how one might remove the King of the Mountain without using force. Draw pictures about the story.

Lesson Plan 5--Getting Along

Causes of Violence and Disruption

Objective

Children should see that cooperation between people of different ethnic groups is desirable to violence between groups.

Instructional Strategies

1. Display an arrangement of dolls that reflect different racial backgrounds. Discuss how they are different and/or similar. (Alternative Suggestions). Bring in a bouquet consisting of different kinds of flowers. Separate the flowers and point out that each kind of flower is beautiful in its own right or when mixed with other kinds of flowers. Discuss this idea in terms of people.

2. Divide the class into groups. Let each group member make a different face mask, and put it on. Give each group a puzzle. Distribute different pieces of the same puzzle to members of the same groups. Ask the children to fit the pieces of the puzzle together. Discuss why it was necessary for each group member to cooperate even though everyone looked different (wore a different kind of mask).

a. Ask the class what they think happens when people in different ethnic groups do not work together. Do these differences ever lead to bad feelings or fighting among people?

Suggested Activities

1. Give each member of the class 1 piece of drawing paper. Divide the class into two groups. Give each child in one group one crayon. Give the children in the other group eight crayons a piece (different colors). Tell the class that they are free to draw what they want. (Teacher may make suggestions if necessary). After the drawings are completed, compare the drawings made with one crayon to the drawings made with different colors. Which drawings are more interesting? What does this exercise tell us about the world in which we live? (The teacher should emphasize the point that different kinds of people often make our life more interesting just as the drawings with different colors were generally more interesting).

2. Show and discuss the film WE CAME TO AMERICA (#153509) 13 min. Shows the contributions made to America by various national and racial groups to provide a better understanding of the background of others, and respect for them.

K-4

Causes of Violence and Disruption

Objective

Man, by nature of his interaction with others, often finds himself in conflict. The same is true of nations. How conflict is resolved among men and nations presents some interesting possibilities for the primary grade classroom. The following lesson explores a few. Before starting the lesson review the Concept of Nation on pages 97-103 of the First Year Social Studies Guide.

Activity A

Materials

1. Enough paper bags for 2/3 of your class

2. Thirty or forty pieces of hard candy

Instructional Strategies

1. Tell the class that they are going to play the GAME OF NATIONS. Divide the class into three groups. Each group will represent a nation.

2a. Give each child in group 1 a piece of candy. (The people in this group do not need bags.) Tell the children they live in a nation where everyone has just enough candy. In fact, there is even a little left over. The name of their nation is OKEEDOAKEE.

2b. Give each child in group 2 a paper bag that contains several pieces of candy. Tell them that they live in a nation where the people have too much to eat. The name of their nation is EXTRA LAND.

2c. Give each child in group 3 an empty bag. They live in a nation where most people don't have enough to eat. The name of their nation is NEED LAND.

3. Ask the people who live in OKEEDOAKEE (group 1) to give their candy to the people who live in EXTRA LAND (group 2).

4a. Discussion--Ask the people who live in NEED LAND how they felt about seeing something given away that they needed very much?

4b. Ask them what they can do about it? Should they fight the nations of OKEEDOAKEE or EXTRA LAND? Should they talk the problem over with the EXTRA LANDERS and try to reach a compromise? Stress the meaning of the term compromise. Find out how members of other nations feel about this problem.

4c. Ask the class whether real nations ever disagree? Can they give any examples?

5. Permit the class to vote on what they think is the best way to solve their disagreement. List the following options on the board:

(1) Talk it over

(2) Fight

Activity B

1. Allow the class to follow through on their stated preference for resolving their conflict. Form discussion groups if they choose to talk the problem over or compromise. If the class chooses to fight, let them have a tug of war. (Caution: Do not tell the class that they will have a tug of war in advance. A tug of war may seem like more fun than a discussion.)

2. Discussion

a. Ask if real wars are fun. Why? Why not?

b. Do people from real nations ever come together to discuss their problems?

c. Discuss the necessity for people to cooperate to solve problems. Use your discussion groups as an example of cooperation.

5-8

9-12

Causes of Violence and Disruption

Objectives

To have students define the term violence, delineate some forms of violence, and form value judgments as they relate to the acceptability or non-acceptability of certain forms of violence.

Instructional Strategies

1. Ask students to define the word violence. Through their suggestions in addition to the use of dictionaries, have the class set up a definition most of them can agree upon. Students may also wish to explore the nature of overt vs. covert forms of violence.

2. Ask students to give some examples of violence and make a class list of their suggestions. Some examples may be murder, rape, robbery, divorce, desertion, placing the American Indian on the reservation, extortion, competitive business practices, living conditions in the ghetto, child labor, draft riots, violence in the media, turning off the gas and electric for non-payment of the bill and so on....

3. Divide the list of violent acts into 3 categories:

Forms of Violence

Acceptable	Criticized but not condemned	Unacceptable

4. Teacher and students should compare their opinions and individual categorizations of violent acts. Is/are there any discernible pattern/s?

Suggested Activities

1. Have each member of the class select one of the media, e.g., radio, TV, movies, advertising, newspapers and prepare a file on the characterization of violence as depicted in the media.

a. Have students consider the question: Is America A Violent Society? Why? Why not?

b. How do the media handle episodes of violence? Do they exploit, condone, or condemn acts of violence? Is the attitude of the media one of apathy toward violence?

2. Have some of the students role-play a situation in which they might be compelled to use violence to achieve an objective. After the role-play, explore what are possible alternatives that might be used to preclude the outbreak of violence in the particular role-play situation.

3. Show and discuss the film Who Do You Kill? (#154060) 29 min. This is a scathing indictment of ghetto conditions and a savage, factual picture of the plight of the Black man who lives in the slums. This story involves a young Black couple who live in Harlem and whose child dies of a rat-bite. The parents' rage and grief at a world permissive of such conditions will trouble the conscience of all who view the film.

Part One

Show and discuss the film Who Do You Kill? (#154061) 22 min.

Part Two

5-8

9-12

Causes of Violence and Disruption

Objective

To demonstrate that the acceptance of myths and stereotypes by people can lead to violence.

Instructional Strategies

1. Have students complete the following statements:

   a. All fat people are _____.

   b. Hippies are _____.

   c. Blondes have more _____.

   d. People on welfare are _____.

   e. Jews are _____.

   f. Black people with "Afros" are _____ _____.

   g. Men are better drivers than _____.

   h. Early to bed, early to rise makes _____ _____.

   i. All teachers are _____.

   j. White people are _____.

2. Divide the class into 4 or 5 committees. Give each committee some of the papers completed above and have each committee list the adjectives used to complete the sentences. Reassemble and pull all of the data together.

3. Is there a pattern in the responses given by students?

4. Raise the question--How do we acquire negative stereotypes? Discussion.

5. Have the students read selections dealing with stereotypes from Gordon Allport's The Nature of Prejudice. Discuss the selections read.

Suggested Activities

1. What is the connection between negative stereotypes that people acquire and the violence described in the following article:

Suggested Activities

2. Play the game "Lucky Buck." Divide the class into 2 teams. Push chairs aside, leaving the middle of the classroom open or use the school yard. Have members of both groups count off and remember their number. The teacher should then place a dollar bill around the outside of the insert from a roll of paper towel. Place the lucky buck at a point equidistant from both teams. Each participant is given a piece of rolled up newspaper secured by a rubber band. When your number is called, you must pick up the lucky buck and get back to your team while trying to avoid being hit by a member of the opposing team wielding the rolled up newspaper. Participants may strike each other only on the legs. The winning team is that team which returns the lucky buck 5 times.

a. After the game, raise the following questions:

(1) Can competition lead to violence?

(2) Does economic competition among ethnic and racial groups lead to negative stereotyping?

(3) What is public assistance?

(4) How does one qualify for public assistance?

(5) Are all taxpayers in favor of public assistance?

(6) How do you feel about public assistance?

3. Show and discuss the film WE CAME TO AMERICA (#153509) 13 min. Shows the contributions made to America by various national and racial groups to provide a better understanding of the background of others, and respect for them.

4. Show and discuss the film CIVIL RIGHTS MOVEMENT: THE NORTH (#153811) 23 min. Film opens with scenes taken in Chicago when Negroes moved into a white area, illustrating the tension characterizing race relations in the North. Other sources of Negro discontent are also documented: unemployment, inadequate educational facilities; and the de facto segregation which northern slums maintain.

Causes of Violence and Disruption

Objective

To understand that people have different perceptions of what it means to be a man.

Instructional Strategies

1. Have each student respond to the following true-false questionnaire.

   a. A man never backs down in any argument.

      _____ True _____ False

   b. An athlete is more of a man than a poet.

      _____ True _____ False

   c. A man is one who is good with his fists.

      _____ True _____ False

   d. A man is somebody who attracts females.

      _____ True _____ False

   e. A man never cries.

      _____ True _____ False

   f. A man always challenges a person who stares at him.

      _____ True _____ False

   g. A man has power and controls others.

      _____ True _____ False

h. A man is a man because his friends say he is.

_____ True _____ False

i. A man has friends he can count on.

_____ True _____ False

j. A man must always give the appearance of wealth.

_____ True _____ False

2. Collect the questionnaires. Tabulate the responses for use later.

3. Show 6 pictures to the class--a boxer, an artist, a construction worker, a man working in an office, a professional male ballet dancer, a racing car driver.

a. Ask the boys which one of the men they would like to be and why? Ask the girls which one of the men pictured they find most attractive and why?

b. The teacher may wish to list the reasons given by the boys and girls on the blackboard and use their reasons as the basis for discussing the question--"What is a man?"

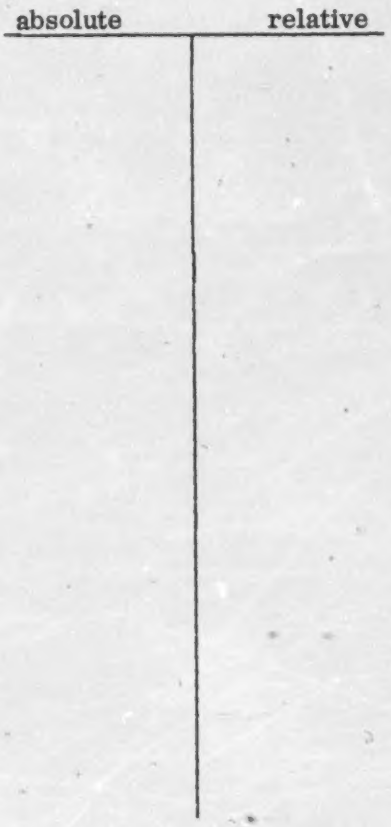
Suggested Activities

1. Distribute the true-false questionnaire again. Have the students answer each true and false question. Tabulate the results. Compare the results of this questionnaire with those of the first questionnaire. Has there been a change in the attitudes of the members of the class in terms of their ideas as to what is a man? If so, what kind of change? Have class discuss how and why their thinking has changed.

2. The teacher displays 2 containers to the class. One is filled with boiling water; the other is filled with ice cubes. Ask the students whether they would use boiling water or ice cubes to bathe in. The teacher should develop the concept of the mean as opposed to the extreme and the idea of a balance in nature. Sample questions: What happens to a plant that receives too much water? What happens to a plant that receives too little water?

3. Discuss the statement--"A man always challenges a person who stares at him" in terms of whether it is relative or absolute. Discuss the terms "relative" and "absolute." If the word "sometimes" were substituted for the word "always," how would the nature of the sentence be changed? Introduce the terms "subjective," "objective," and "judgment" and discuss them.

4. Have the students classify the following terms by placing them in either the absolute or relative category--always, sometimes, maybe, perhaps, never, definitely, probably, certainly, likely, if.



Suggested Activities

5. Show and discuss the film MAHATMA GANDHI (#153887) 26 min. The life story of Mahatma Gandhi, the man who led India to independence by non-violent means. Show Gandhi in prison, living his principle of "freedom through suffering," as well as other dramatic examples of his passive resistance toward the British.

6. Show and discuss the film MACBETH: THE SECRET'ST MAN (#153555) 33 min. Douglas Campbell suggests that the theme of the play would seem to be that within every human being, in war or peace, there is a terrible lust for violence. We can neither hate Macbeth nor believe his life signifies nothing. We feel a sense of waste and loss. Perhaps the capacity for good and evil in everyone sums up Shakespeare's message.

Causes of Violence and Disruption

Objective

To understand that group affiliation fulfills certain basic needs and that such affiliation can result in positive or negative behavior.

Instructional Strategies

1. The teacher asks one student to move the teacher's desk to the back of the room.

Note: The teacher can substitute any physical activity that one student will have difficulty accomplishing.

2. The class will note the amount of time it takes the student to accomplish the task.

3. Discuss with the class how the time to accomplish the task might have been reduced. In summing up the discussion, be sure to stress the fact that a group of 3 or 4 students working together could have accomplished the task more efficiently.

Suggested Activity

Discuss other needs that groups may fill.

1. For example:

   a. need for companionship

   b. need to feel secure

   c. need to help others

   d. need for self-protection

   e. need to belong

   f. need to feel important

2a. Divide the class into 4 groups. Have each group list examples of groups whose purpose is to accomplish the needs listed in Activity #1.

Example--

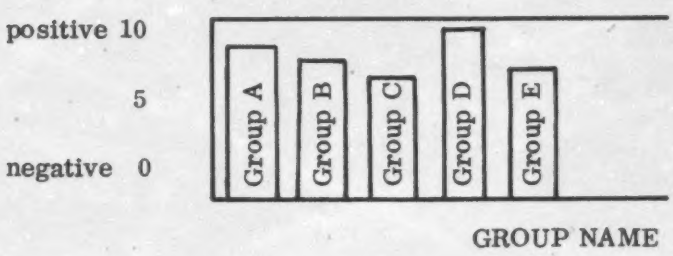
need for companionship--boy scout group

need to feel secure--gang, fraternity

need to help others--OIC, church

2b. It is suggested that the school-community-coordinator help the group to develop their lists of organizations in the community.

3. Have each individual construct a value-bar graph in which he indicates his assessment of each of the organizations mentioned in terms of positive or negative influence in the community.



4. Compare the graph of a gang member to the graph of a student who does <u>not</u> belong to a gang.

5. Using the value-bar graph discuss with the class which groups listed are more prone to violence to achieve their goals. Why?

5-8

9-12

Causes of Violence and Disruption

Objective

To compare gangs and nations in terms of their reliance upon violence as the strategy for resolving conflict.

Instructional Strategy

1. Mimeograph the following chart or reproduce it on the blackboard. Give each student a copy. Ask the student to respond to the series of statements below by placing a check mark in the column marked gangs or in the column marked nation or both if the students feel a gang or nation would respond violently to the circumstance described.

	VIOLENT RESPONSE	
	Gang	Nation
1. Intrusion on turf or territory		
2. "Badmouthing" of a leader by an outsider		
3. Killing of a member		
4. Killing a number of members		
5. A girl gang member switches her allegiance to a rival gang		
6. A top scientist defects to a rival country		
7. Seizure of strategic property by a rival gang		
8. Destruction of symbol by rival gang or nation		
9. Desire to impose beliefs and lifestyle upon others		
10. Desire to be #1		
11. Breaking a treaty		

2. Have individual students read their responses to the class. Discuss the responses in terms of similarities and differences.

Suggested Activities

1. Have students engage in independent research. Listed below are several topics (the teacher may add others) that students can explore. In each instance, the student should compare the actions of nations with the actions of gangs.

a. U. S. vs. Mexico--territorial dispute--1846-1848.

b. "54° 40'" or fight--U. S. vs. England. Oregon boundary dispute--1846.

c. Pearl Harbor, December 7, 1941.

d. De Lome Letter 1898--Spanish Ambassador--"bad mouthing" President McKinley.

e. War of Jenkin's Ear--England vs. Spain--1739.

f. Assassination of Archduke Ferdinand--1914.

g. Destruction of Israeli Border Settlements by Arab Marauders.

h. The career of Benedict Arnold.

i. Seizure of Suez Canal--1956.

j. Imperialism--the Race for Colonies in Late 19th Century.

k. Attacks on U. S. Embassies and consulates by foreign nationals.

l. Treaty of Versailles--1919.

m. German--Russian non-aggression pact 1939.

n. U. S. Treaty with Cherokee Nation. Worcester vs. Georgia--1832.

2. What are the available alternatives for resolution of international violence?

3. What are the available alternatives for resolution of gang violence?

4. Discuss the successes and failures of the U. N. Arrange a visit to the U. N. Contact the World Affairs Council. (LO 3-5363)

5. Have a gang worker and a gang member speak to the class.

6. Read the Claude Lewis article and the article on the gang worker and discuss them.

7. Discuss the chart showing gang violence in Philadelphia 1962-1971.

8. Show and discuss the film COMMUNISM IN CONFLICT--CHINA AND RUSSIA (#153948) 17 min. An historic motion picture documentary that examines, in depth and detail, communism in conflict, the struggle.

9. Show and discuss the film REMEMBER PEARL HARBOR--AMERICA AT WAR 1941-45 (#153871) 17 min. The film takes us back in time a quarter of a century to recall the historic highlights of America on the battlefield and on the homefront, from Pearl Harbor to V-J Day.

5-8

9-12

Causes of Violence and Disruption

Objective

1. To examine the question--Is there a relationship between the level of violence in a society and the value its people place upon human life?

Instructional Strategies

1. The teacher will show the class several pictures of objects--car, house, toy, tree, bridge, etc. After each picture is shown, ask the class to indicate in dollars how much they think each object is worth.

2. The teacher will show the class several pictures of people of different backgrounds; examples might be a U.S. business executive, a Vietnamese child, a policeman, a gang member, a college student, an elected official, a Viet Cong prisoner of war, etc. After each picture is shown, the teacher will ask the class what they think is the dollar value of each person's life.

3. Ask the class, Do we ever measure a human life in terms of dollars and cents? (Note to the teacher: Discuss the role of an actuary for an insurance company).

4. What are some other criteria by which one can measure a human life?

5. Introduce the following case study to the class:

On a large urban university campus in the heart of a ghetto, a university student was shot and killed by members of a gang as he walked to his car. In the city of Philadelphia in the first 7 months of 1971, there have been 23 gang homicides.

a. How did the community react to the killing of the college student?

b. In general, what is the reaction of the community to the killing of one gang member by another?

c. Does the way a community responds to the violence that destroys human life tell us anything about how that community values human life? Why? Why not?

Suggested Activities

1. Some people hold as a moral precept "An eye for an eye, a tooth for a tooth." Discuss this concept with the class in conjunction with the issue of capital punishment. Does capital punishment violate an individual's right to life under amendments 5 and 14 of the U.S. Constitution? Where does the state government get its right to take a human life? Do societies that have abolished the death penalty have a lower or higher level of violence than the United States? Compare the rate of violent crime in states that have abolished the death penalty as opposed to states that have not.

2. Pose the following problem for the class:

A community has one kidney machine. Four people need it. Have each student bring in pictures of 4 people engaged in different activities. Let each student tell which one of the four people will use the kidney machine and why. Ask the class if the absence of enough kidney machines to service all who need them is an act of violence. Why? Why not? Why does a society allow this kind of a situation to continue?

Suggested Activities

3. Show and discuss the film THE TWISTED CROSS (#154090) 27-1/2 min. The story of Adolf Hitler and the Nazi movement is used to trace the rise and fall of a dictator. Many scenes are extracted from a captured German film. From the Project 20 Series.

Part One

Show and discuss the film THE TWISTED CROSS (#154091) 27-1/2 min.

Part Two

4. Show and discuss the film END OF THE TRAIL--THE AMERICAN PLAINS INDIAN (#153892) 29-1/2 min. Portrays the Indians' struggle to defend their lands against the encroachment of the white man. Original photographs used in still-in-motion technique document the inevitable conflict from the first expeditions of California gold-seekers through the final degradation and subordination of an entire people. Walter Brennan narrates this sympathetic presentation of the Plains Indians' efforts to maintain their culture and the land that meant their livelihood in the face of the white man's diseases, whisky, guns, and broken promises.

Part One

Show and discuss the film END OF THE TRAIL--THE AMERICAN PLAINS INDIAN (#153893) 29-1/2 min.

Part Two

Causes of Violence and Disruption

Objective

To have students understand that some acts of violence can be either planned or impulsive.

Instructional Strategies

1. The teacher will give each student a copy of the following two incidents:

a. Mr. Smart notices that Joe Touchy is fast asleep at the back of the classroom. Mr. Smart wakes Joe and says, "You can't stay awake, you can't read, you can't think, you can't write, just what can you do?"

Joe replies, "I can kick your a-_" and then punches Mr. Smart.

b. A well-known community leader begins to address a group of his followers in a crowded auditorium. Suddenly, someone yells,"Fire! Fire!" There is a mad rush for the exits. The speaker suddenly collapses on the platform. A lone gunman leaves through a side exit, enters a car, and the driver speeds into the night.

c. Ask the class--Which of these incidents do you think is an example of planned violence? Why?

d. Are acts of violence that occur in the classroom usually planned or impulsive? How can we avoid situations that trigger classroom acts of violence?

e. Divide the class into 4 groups. Ask two groups to role play an impulsive act of violence; ask two groups to role play a premeditated act of violence. Ask the class what factors about each of the role plays make the dramatization either impulsive or planned.

Suggested Activities

1. "The evidence from American history is overwhelming: no presidential assassination, with the exception of the abortive attempt on the life of President Truman, has been demonstrated to have sprung from a decision of an organized group whose goal was to change the policy or the structure of the United States Government."

(To Establish Justice, To Insure Domestic Tranquility, Final Report of The National Commission on The Causes and Prevention of Violence, U.S. Government Printing Office, P. 122.)

Is the above supported by hard evidence? In an effort to corroborate the validity of the above statement, have members of the class investigate the assassinations of Abraham Lincoln, James Garfield, William McKinley, and John F. Kennedy. Can one build a profile of the assassin in terms of background, schooling, vocation, and personality characteristics?

2. Does the statement quoted in suggested activity 1 have any applicability in terms of the assassination of Malcolm X, Robert Kennedy, Martin Luther King, and George Rockwell.

3. Describe and characterize the acts of violence committed by George Custer, Adolph Eichmann, and William Calley as to whether they were impulsive or planned.

4. Have each student select one weapon that was used in any of the incidents mentioned in suggested activities 1, 2, or 3. Assume that the weapon can talk, see, and hear and write the story it would tell.

Example:

"I was resting inside the bandage wrapped around Leon Czolgosz's right hand. I was hot, tired, and nervous." (The gun recounts the story of the McKinley assassination.)

Causes of Violence and Disruption

Objective

To show that incidents that initiate riots often bear little or no relationship to the basic, underlying causes.

Instructional Strategies

1. Duplicate the following statements and present them to the class:

   a. "Get your hands off that bike."

   b. "Goddam, she spit on me!"

   c. "You know you were doing 50 miles an hour in a 35-mile zone."

   d. "I had two or three screwdrivers."

   e. "Can't you see I'm a good fellow who wouldn't diddledybop nobody?"

   f. "Man, I'm not drunk."

   g. "Have you been drinking?"

   h. "I lost my license and just haven't had time to get a new one."

   i. "Momma, I'm not going to jail. I'm not drunk and I'm not going to jail."

   j. "We're on top and they're on the bottom."

2. Instruct the class to write a short story using as many of these statements as possible.

3. Have students read stories to class.

4. Teacher should then write the following facts on the board:

   a. 4000 persons arrested

   b. 34 killed

c. hundreds injured

d. $35,000,000 damage

5. Ask the class if they see any relationship between these four facts and the statements used in writing their stories.

6. Do either of the following:

a. Have students read pp. 1-29 of Robert Conot's, Rivers of Blood, Years of Darkness, describing the beginning of Watts riot.

b. Read pp. 37-38 Report of the National Advisory Commission on Civil Disorders, Bantam Books 1968. Copies of these 2 pages can be obtained by contacting Office of Social Studies--448-3348. (Brief description of Watts Riot) Teacher may wish to tape-record these 2 pages and play it back to the class.

c. Teacher should point out in discussion that the quoted statements under #1 above were part of the initial contact between police and Watts residents that sparked a riot in 1965.

7. Discussion Questions:

a. Were the quoted statements the actual cause of the riot?

b. Do you think there were underlying causes? List them.

8. Teacher should supplement the class list with some or all of the following ideas and discuss them:

a. "Pervasive discrimination and segregation:" Discuss the attitudes that such discrimination and segregation create. Include areas of jobs, housing and education.

b. "Black migration and white exodus:" Discuss municipal overburden; cities are unable to meet the needs of their citizens because of depletion of financial resources.

c. Black ghettos: Segregation and poverty have robbed citizens of chances for opportunity and lead to hopelessness and despair.

d. "Legitimation of violence:" White terrorism against non-violent protest has fostered a climate for the approval of violence as a means of protest.

e. "Powerlessness:" Inability to achieve objectives through the institutions of law and government. The frustrations of powerlessness have led some to the conviction that there is no effective alternative to violence as a way of moving the system.

Suggested Activities

1. After completing this lesson and the lesson that follows, compare the causes of the riot in Philadelphia in 1844 with the causes of the riot in Los Angeles in 1965. What are the similarities? What are the differences?

Were the problems faced by Irish-Americans in 1844 similar or different than those faced by Blacks in 1965?

In both riots, is there evidence of superior/inferior attitudes and relationships? Explain.

2. Using World War I as a base, have the class examine the incident that triggered the conflict. Have the class analyze the underlying reasons for the war.

3. Some students may wish to read and report to the class on Chapter 15--"Official Responses to Mass Disorder I: Current Social Control of Law and Order Reconsidered (Bantam Books 1969) to get some idea of major problems of riot control and the strategies used by institutions and agencies charged with maintaining community calm.

Suggested Activities

Part One

4. Show and discuss the film SIT-IN (#154099) 27 min. Focuses on a 1960 sit-in in six downtown Nashville stores. Discuss consequences of the sit-in and how the issue was settled peacefully. Shows how Black men train for the sit-in ordeal and how white sympathizers suffer abuse. Provides interview with those in the sit-in and a depth study of the problem. From the White Paper series.

Show and discuss the film SIT-IN (#154100) 30 min.

Part Two

5. Show and discuss the film WORLD WAR I [illegible]CKGROUND (#153136) 14 min. Reviews the basic causes and international incidents which led to the war. The film describes the militaristic and nationalistic rivalry, entangling alliances, and international tensions of the prewar years.

Lesson 15--The City of Brotherly Shove

9-12

Causes of Violence and Disruption

Objective

To explore the causes of Philadelphia's deadliest riot, May 6, 1844.

Instructional Strategies

1. Define and discuss the terms riot, rebellion, and revolution.

2. Have students read The Fire That Time-Philadelphia Magazine. May, 1968.

3. Ask the students to pinpoint the causes of the riot as contained in the article and then discuss them.

4. Have 5 male students in the class form a closely knit circle. Ask another male student to attempt to break into the circle. The students in the class who have formed the circle should work together to keep the "foreigner" out. Pushing is permitted but no one may use his hands. Tie this "breaking in" exercise into the lesson by discussing the terms "xenophobia" (fear or hatred for foreigners) and "foreigner" with particular emphasis on the emotionalism such terms engender. Refer back to page 1 of the article and its use of the word "foreigner."

Suggested Activities

1. The following suggested questions may be explored with the class.

a. What is power? How does an individual or group achieve power? How is power expanded? How is power dissipated or lost?

b. How do the "outs" succeed in getting a "piece of the action?"

c. Was the fear of economic competition from the newly arrived Irish-Americans an underlying cause of the conflict?

d. Was the violence caused primarily by religious or class animosities or both?

e. How did the institutions charged with maintaining law and order respond to the violence? Were they handicapped in any way?

f. How does the question of citizenship relate to the conflict?

2. Role Play

Divide the class into 3 groups: native American from the city proper; Irish Catholics of Kensington; the local police and state militia contingent. Have each group prepare and give its own interpretation of what happened on May 6, 1844 and the days that followed.

3. Have the class devise a model through which people of different cultural backgrounds can come together and learn to understand and appreciate the contributions made by the various ethnic, racial, and religious groups that live in our city.

4. Discuss the actions of Alderman Clark. Is Bible reading in the public schools a controversial issue today?

Research--

Schempp vs. Abington Township School Board, 1963.

5. Discuss the statement "This is the flag which was trampled under foot by the Irish Papists." Teacher may wish to refer to a previous lesson dealing with symbols in general and the desecration of the flag in particular.

6. Some members of the class may wish to visit St. Michael's Church at 2nd and Master where some of the rioting occurred.

7. Independent Study. For purposes of comparison and contrast, students may want to research some of the following riots:

a. Cincinnati--1829

b. New York City--1863

c. New Orleans--1874

d. Vicksburg--1874

e. Springfield, Illinois--1908

f. East St. Louis--1917

g. Detroit--1943

h. New York City--1943

i. Watts--1965

8. Using the newspaper file at the main branch of the Free Library, students can read some eyewitness accounts of the 1844 riot in Philadelphia.

Causes of Violence and Disruption

Objective

To determine the causes of violence in a specific labor-management conflict--the Pullman Strike, 1894.

Instructional Strategies

1. Have students read the following paragraphs:

> THE RESULT was chaos. On July 5, the day after the Army reached Chicago, violence was more serious than before. The next day it reached its peak when incendiaries ignited railroad cars with torches and waste taken from axle boxes. Fanned by breezes, the flames swept through row upon row of cars tightly packed in the outlying yards, to which fire hoses often could not reach. In the evening a mob of about 6,000 people pillaged the Panhandle yards in South Chicago, destroying 700 cars. Total damage in that one day was $340,000, although on no other day was it more than $4,000.
>
> On July 7 another crowd of several thousand gathered on Loomis Street, where federal troops were guarding a train being moved by non-union men. As the onlookers showered the guards with abuse and stones, ignoring the troop commander's warning to disperse, the troops loaded their rifles. This gesture only incited more showers of stones.

Page 45 of The Rise of Organized Labor AEP Series

> Immediately the commander ordered a bayonet charge; several persons fell to the ground bleeding heavily. Then the mob regrouped and tipped over a flatcar. With four soldiers badly wounded and no reinforcements in sight, the commander ordered his men to fire at will. They continued shooting until the mob had fled; 20 people were wounded and four killed.

Instructional Strategies

a. Without any introduction or background information by the teacher, have students write a descriptive paragraph in which they attempt to indicate what prior events brought forth the violence described in the quoted account.

b. Teacher will collect the student paragraphs and file them for later use.

c. Divide the class into 3 committees--the first representing the mob; the second, the federal troops; the third, the non-union men moving the trains.

Have students read 40-46 The Rise of Organized Labor AEP series. After reading the article, ask each group to justify its actions as recounted in the paragraphs on the preceding page.

d. Record the reasons given to justify the use of violence.

Suggested Activities

1. Apply the reasons given in 1d to an outbreak of labor-management violence in the United States in the last 5 years. Are the reasons valid today? Were they valid in 1894? Why? Why not?

2. Using the paragraphs written at the beginning of the lesson, discuss the accuracy of student perceptions in determining the reasons for the violence in the Pullman Strike of 1894.

3. Discuss the role and use of collective bargaining. Set up a collective bargaining situation that pertains to the classroom, i.e., have a few students represent the teacher, the rest of class presents a list of demands pertaining to curriculum, homework, exams, open lunch, cutting, etc. Have the class attempt to negotiate a

contract that governs the relationships between teacher and students. What procedures might such a contract contain for the de-escalation of classroom violence, i.e., activities that disturb the educational process.

4. Have students bring in newspaper articles that deal with a recent strike in which violence occurred. How did the various institutions respond to such violence?

5. Discussion questions--In the Pullman Strike, did President Cleveland have the right to send in federal troops? Why? Why not?

a. Did the presence of federal troops lessen or increase tensions?

b. Was placing Eugene Debs in jail an act of violence? Why? Why not?

9-12

Causes of Violence and Disruption

Objective

To recognize and explore the ways in which some of our institutions respond to violence.

Instructional Strategies

1. In small or large group discussion, ask the students to identify institutions and traditions in America that in some ways are designed to prevent the frustration and alienation that lead to violence. Examples might be the vote, trial by jury, Amendment I, local control of schools, check and balance system, the police, the national guard, the F.B.I., welfare, the press, competing interest groups (labor vs. management).

2. Pose the question: Are these institutions and traditions capable of preventing the kind of violence prevalent in America today? Why or why not? Discussion with class.

3. Have the students brainstorm the following question:

What new institutions or programs do you think will be developed to deal with the increasing rate of violence in America?

Suggested Activities

1. Divide the class into 5 committees. Have each committee select an institution and build a case study around the manner in which the institution responded to the threat or onset of violence. Some suggestions for topics are:

a. Kent State Massacre--The response of National Guard

b. Secret Study in Vietnam--("Pentagon Papers") The response of F.B.I.

c. Watts Riot--The response of the Los Angeles Police

d. The Assassination of John F. Kennedy--The response of Dallas Police Force

e. Disruption of Columbia University--The response of the Administration at Columbia

f. Poor People's March on Washington--The response of the Federal Government

2. Arrange for the administrative team of the school to meet with the class and discuss how an institution such as the school responds to the commission of an act of violence. What are the guidelines spelled out for students, teachers, and administrators? At what point are outside institutions such as the police called in? It might also be helpful to consult and discuss the Student Bill of Rights and Responsibilities.

3. Show and discuss the film Civil Rights Movement: The South (#153812) 28 min. The film examines the forces that combined to ignite the civil rights movement in the South. Clips are shown that illustrate representative moments in the history of the protest: Little Rock; Montgomery, Alabama; bus boycott; lunch counter sit-ins; etc.

9-12

Causes of Violence and Disruption

Objectives

To examine 3 different points of view concerning violence in American society and then draw conclusions as to their validity.

Instructional Strategies

1. Give students the following 3 statements:

a. "In a system that provides the means for peaceful change, no cause justifies violence in the name of change."

Richard Nixon
Kansas University
September 16, 1970

b. "The use of terror as a political tactic is foreign to the American political tradition. We need to discourage the development of terroristic tactics and nip in the bud any effort to...use...terror...as a device for shaping public decisions."

Assistant U.S. Attorney General
Will Wilson, U.S. Senate
Testimony October 10, 1970

c. "I think...the growing acceptance of violence has been...fostered from the top of society. The model for violence...has been hideous...official violence in Vietnam. And after having created and made heroes of such a special... force as the Green Berets, we should not be...surprised to find the Black Panthers wearing their berets and practicing close-order drill.

Richard Hofstadter
"The Future of American Violence"
HARPER'S MAGAZINE, April, 1970

2. Discuss the 3 quotations and give some background information about the men who made them.

3. Poll the class in terms of whether or not they agree or disagree with statements #1, #2, #3.

a. list the results of the poll.

Suggested Activities

1. Have each student select one of the quotes and research its major premise in an effort to prove or disprove it, e.g.

"In a system that provides the means for...

a. After the papers are completed have the students summarize their findings.

b. Determine if some of the students have changed their minds concerning the quoted statements based on the evidence presented by their classmates.

c. Discuss the processes of inductive and deductive reasoning.

2. Some suggested areas of investigation which students can pursue are:

a. Vigilantism--an extra-legal group that enforces the values of the community by illegal violence.

b. Abolitionism and Anti-Abolitionism--Investigate: The use of violence to support slavery; the use of violence to destroy slavery.

c. Reimposing White supremacy in the South after the Civil War. (The first Ku Klux Klan)

d. Defense of American Nativism and Moralism. Violence as used by successive generations of native Americans (primarily White Anglo-Saxon Protestants) to oppose a perceived cultural, economic, social, and moral threat from successive waves of immigrants.

e. Agrarian Conflict. Cattlemen vs. Homesteaders; Sheepmen vs. Cattlemen; Railroads vs. Farmers.

f. Discuss the issues of the election of 1896.

3. Show and discuss the film Peace and Voices In the Wilderness (#102075) 12 min.

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EVALUATION FORM: CAUSES OF VIOLENCE AND DISRUPTION

THE SCHOOL DISTRICT OF PHILADELPHIA
Social Studies Education - Room 330
21st Street S. of the Parkway
Philadelphia, Pa. 19103

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IN WHAT WAYS CAN THIS GUIDE BE MORE HELPFUL?

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